DOCUMENT RESUME

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[An EPDA Project To Prepare Graduate Teachers and Undergraduate Indian Teacher Aides To Educate American Indian Children. A Proposal.]

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A project is proposed involving a 3-year coordinated program of 9-week summer institutes and school-year inservice training programs to prepare 15 graduate teachers and 15 undergraduate Indian teacher aides to perform highly specialized roles in the education of Indian children. Teachers and aides will be placed in teaching teams of at least three teachers and three aides each in elementary schools on the Rocky Boy's Indian Reservation and in the city of Havre. Teacher aide training will include (1) undergraduate preparation in communications, mathematics, history, and science; (2) training to prepare them to act as service aides; and (3) more advanced training to prepare them to serve as instructional aides. Graduate teacher preparation will include (1) methodology, including discovery learning; (2) preparation of curricular and instructional materials and use of media for individualizing instruction; (3) knowledge and understanding of Indian people and their culture; (4) insight into problems of learning disabilities; and (5) studies of sensitivity and human relations. Teachers successfully completing the program will receive the degree of Master of Science in Elementary Teacher Education with the specialty of teaching Indian children. Indian teacher aides will receive Service Aide and then Instructional Aide certificates and may apply the experience as one year's college credit in an undergraduate teacher education program. (JS)

ED032279

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

Division of Program Administration
Bureau of Educational Personnel Development
U. S. Office of Education
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A PROPOSAL TO THE U. S. OFFICE OF EDUCATION FOR AN EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAM

Type of Grant:	Operating
Applicant Institution:	Northern Montana College Havre, Montana 59501
Director:	Dr. George R. Bandy, Dean of Education Northern Montana College 406 265-7821 Extension 44
Duration of Project:	June 1969 - August 1971
Dates of First Year:	June 1, 1969 to May 31, 1970
Summary of Purpose	A three-year coordinated program of summer institutes and school-year in-service training programs to prepare graduate teachers and undergraduate Indian teacher aides to perform highly specialized roles in the education of Indian children.
Funds Requested for Initial Year:	$ 44,666.00

Assurance of Compliance with Title VI of the Civil Rights Act of 1964 has been filed with the Department of Health, Education and Welfare.

Signature of Proposed Project Director:

Dr. George R. Bandy, Dean, Education Division
Northern Montana College, Havre, Montana

Signature of Proposed Associate Director:

Mr. Bert Corcoran, Federal Projects Director,
School District Number 16, Havre, Montana

SP003069

ABSTRACT

Type of Grant Requested:	Operating Project for Short Term Nine-Week Summer Institutes plus School-Year In-Service Training.
Agency:	Northern Montana College and School District Number 16, Havre, Montana
Director:	Dr. George R. Bandy, Dean of Teacher Education
Associate Director:	Bert Corcoran, Federal Projects Director, School District Number 16, Havre, Montana
Duration of Project:	Nine weeks during summer sessions of 1969, 1970, 1971, with in-service study during the school years of 1969-70 and 1970-71.
Funds Requested in Initial Year:	$ 44,666.00

The specific educational need to be met is to improve the quality of education in elementary schools with significant enrollments of Indian children.

The objectives of the project are: (1) to provide for an integrated program of teacher and teacher aide training involving the resources of a small teacher education college and the public school in the same community which has a significant Indian population; (2) to correlate the graduate training of experienced elementary teachers of Indian children with the undergraduate training of Indian teacher aides who reside in the same community and who will work as teaching team members with the graduate teachers by; (3) providing for summer institutes and for school-year in-service training for both the graduate elementary teachers and the undergraduate Indian teacher aides.

Northern Montana College, Havre, Montana, and School District Number 16, Havre, Montana, are the cooperating agencies which will join in the project. The Havre Public Schools serve children on the Rocky Boy's Indian Reservation which is twenty-five miles from Havre and they also serve significant number of Indian children in the City of Havre.

The Havre Public Schools will supplement the project with funds from Title III of the Elementary and Secondary Education Act.

The project provides for coordinated nine-week summer institutes for fifteen teachers of elementary school Indian children and for fifteen Indian teacher aides who will work as teaching team members with the graduate teachers. The project also provides for school-year in-service training for both the graduate teachers and the Indian teacher aides. The training programs for graduates and aides will be correlated and, where it is appropriate, both graduates and Indian aides will be involved in common training sessions. Indian teacher aides from the target population will serve in the capacity of culture tutors for the graduate teachers, some of whom may be Indian.

The project will, over a three-year period, provide for three quarters of college training for both the graduate elementary teachers and the undergraduate Indian teacher aides.

THE PROPOSAL

Educational Needs Being Addressed:

There is need for programs of teacher and teacher aide training which involve the very close association and cooperation of the teacher training institution and the local educational agency which has a special problem to meet. In this case the need is to improve the educational program for the Indian children in the schools on the Rocky Boy's Indian Reservation and in the city of Havre, Montana.

There is need for long-term programs to prepare teachers and teacher aides specifically to serve schools with significant numbers of Indian children. It is questionable whether short-term training programs can have lasting impact on the trainees.

There is need for developing a cadre of experienced teachers trained at the graduate level and Indian teacher aides trained at the undergraduate level who are committed to working together in serving the needs of Indian children. There is need to show the Indian people examples of ways to raise their level of attainment. The chance to become a teacher aide, with the real possibility of climbing a planned career ladder to become a certified teacher, can serve as one such example.

The incorporation into this project of the training program for Indian teacher aides is deemed essential for the following reasons: (1) close association with Indian teacher aides will help provide the graduate teachers with insight and understanding of the Indian people in the target community; (2) the

Indian teacher aides may provide insights which will help the experienced teachers to better understand and meet the needs of the Indian children they teach; (3) the Indian teacher aides may serve as models of successful attainment for the Indian children to emulate; (4) the project may help the Indian teacher aides to raise their level of aspiration and thus seek to continue their education with the ultimate goal of teaching; (5) the image of Indian teacher aides being very much involved with the education of Indian children may have desirable effect on the attitudes of Indian people who grow suspicious of patronizing whites.

The assumption is implicit throughout this project that to effectively teach Indian children one must work with and get to know and understand Indian people and their culture. Working closely with Indian aides throughout both the summer institute and the school year on-the-job and in-service training aspects of the project should greatly assist the graduate teachers to know, understand, and appreciate Indian people. In addition, two years of teaching Indian children under the close supervision and assistance of the project staff should permit the graduate teachers to grow in their ability to meet the educational needs of the Indian child.

Objectives of the Project:

The broad purpose of the project is to provide specialized training for fifteen master teachers and fifteen Indian teacher aides with the aim of improving the educational program for Indian children.

In order to accomplish the broad purpose, the following objectives must be met:

1. Northern Montana College will, with the Havre Public Schools, identify and recruit into the program fifteen teachers and fifteen Indian teacher

aides who meet the qualifications as set forth herein and who agree to serve in the employ of Havre School District #16 throughout the duration of the project. (For a statement of intent to cooperate in the program by employing selected teachers and aides and in cooperating in providing in-service training to teachers and aides, see Appendix A).

2. A coordinated series of summer institutes and school-year in-service programs will be provided to train the master teachers and aides to serve as teaching teams for schools on the Rocky Boy's Indian Reservation and in the city of Havre, Montana.

3. Training will be provided the graduate teachers to prepare them to:

   a. Understand and appreciate something of the history, culture, sociology and psychology of Indian people in general and the Rocky Boy's Indian people specifically.

   b. Analyze their own teaching through the use of the Flanders system of interaction analysis.

   c. Utilize in their teaching the methods of the Hilda Taba system of higher level thinking.

   d. Understand and apply various techniques and strategies for individualizing instruction including the I. P. I. math program.

   e. Make adequate and proper use of teacher aides.

   f. Understand systems for classification and preparation of educational goals and instructional objectives such as those of Bloom, Cronbach, Kratwohl, and Mager.

   g. Understand the principles of discovery learning as developed by persons such as Bruner, Fenton, Gagne, Oliver, and Suchman.

h. Write teaching objectives in behavioral terms, distinguishing between cognitive and affective objectives, and to set forth teaching strategies for the accomplishment of the objectives.

i. Obtain, evaluate, prepare and utilize teaching materials suitable for use with Indian children.

j. Apply effective human relations in the teaching situation.

4. Training will be provided the Indian teacher aides to prepare them to:

a. Work as service aides performing such tasks as setting up audio-visual equipment and materials; doing room housekeeping; setting up and putting away demonstration equipment and materials; shelving and checking out books; filing; typing; book-mending in library; supervising of students on field trips; keeping grade, health, attendance, and register records; collecting money for milk, lunch, and keeping record of money collected; typing, duplicating and mimeographing materials; preparing bulletin boards, chalkboards, resource materials, and charts; correcting papers which do not require subjective evaluation and for which a key is provided; ordering and obtaining supplies and materials; help children with coats and overshoes; help children in the use of independent study materials such as headset, tape recorder; supervise playgrounds, lunchrooms, bus loading and unloading, lavatories.

b. At a later stage in their training to serve as instructional aides performing such tasks as reading, and telling stories; conducting small group drills; tutoring students individually; assisting in specialized skill subjects such as penmanship, art, physical education; serving as a "reader" for written work, for themes, essays,

compositions, research papers; assisting school librarian in all aspects of her work; correcting work books; and monitoring written lessons and examinations.

Project Description:

The institutes for teachers and Indian teacher aides will be conducted at Northern Montana College, Havre, Montana, during the summers of 1969, 1970, and 1971. Graduate teachers will earn twelve graduate quarter credits while the undergraduate Indian teacher aides will earn eleven to thirteen undergraduate quarter credits each summer. The summer institutes will be for nine weeks duration. Institutes for graduate teachers and undergraduate aides will be correlated, the groups meeting together for common training when appropriate, i.e., when the subject is knowledge and understanding of Indian people and their culture.

Most of the in-service training for teachers and teacher aides will be conducted in the schools on the Rocky Boy's Indian Reservation. For the in-service training the graduate teachers will earn nine graduate quarter credits while the aides will earn seven to nine undergraduate quarter credits during each of the school years 1969-70 and 1970-71. At least one hundred twenty hours of in-service training will be held during each of the 1969-70 and 1970-71 school years. The sessions will be held during afternoons, evenings, and in some cases, on Saturdays. (A more detailed accounting of the in-service training is given under work experience below.)

Thus at the conclusion of the three-year project, graduates and undergraduates will have earned fifty-four and fifty-two quarter credits respectively. Graduate students who successfully complete the three summer institutes and the two years of in-service training will be awarded the degree of Master of Science in Elementary Teacher Education with the specialty of teaching Indian children. The

Indian teacher aides who successfully complete the program will have attained first the status of Service Aide, and then the status of Instructional Aide. They will receive appropriate certificates of completion to honor them for their work. For those aides who are qualified and who wish to continue their education to eventually become teachers, Northern Montana College will consider that one full year of the undergraduate program in elementary teacher education has been satisfied; thus the aide training is seen as part of a professional ladder plan which progresses through the steps of service aide, instructional aide, intern and teacher.

The graduate elementary teachers and the Indian teacher aides will be in the employ of the Havre Public Schools during the period of the project. Teachers and aides will be placed in teams of at least three teachers and three aides per school. Teachers and aides will work as teams, the aides working with and for the teachers. Attention will be given to the combinations of personalities and competencies among teachers and aides in order to attain the greatest strength in teaching teams.

Program Content and Organization:

Certain aspects of this proposed project began in the Rocky Boy's schools during the 1968-69 school year under an ESEA Title III Project implemented by District #16, Havre, Montana, with two of the objectives of the project being:

1. To ungrade and individualize instruction in the Rocky Boy's elementary schools. It is the intention of the Havre schools to implement a non-graded program in the Rocky Boy's schools.
2. To upgrade the educational level of the Rocky Boy's Indian adults including the training of young Indian adults as aides to be employed in

the schools. Part of this second objective of the ESEA Title III Project is to bring the Indian aides to the level where they can pass the High School Level GED Examination and thus be in a position to enter the EPDA project here proposed.

According to Mr. Bert Corcoran, Federal Projects Coordinator for the Havre School District, at least $26,600 has been expended toward the project of ungrading the Rocky Boy's schools, providing individualized education for the Indian children therein and in providing basic education for Indian adults including some of those who will serve as teacher aides. (See Appendix B).

There are three aspects to the training proposed for the Indian teacher aides: (1) undergraduate preparation in communications, mathematics, history, and science; (2) training to prepare them to act as service aides, and (3) more advanced training to prepare them to serve as instructional aides.

The central theme of the training provided the graduate teachers is preparation for individualized instruction for Indian children. To this end, there is incorporated into the program training in the general areas of: (1) methodology, including discovery learning; (2) preparation of curricular and instructional materials and use of media for individualizing instruction; (3) knowledge and understanding of Indian people and their culture; (4) insight into problems of learning disabilities; and (5) studies of sensitivity training and human relations.

Diagram of Program Activities:

1968-69 School Year
Program funded under District #16 ESEA

Teachers	Indian Aides
In-service training in implementation of Title III project to ungrade and individualize instruction in Rocky Boy's Schools.	In-service training in basic skills leading to high school level GED or high school level basic skills.

Program funded under EPDA

Graduate Teachers		Indian Teacher Aides	
Summer 1969			
Seminar in Study of Indian People	3	- - - Common The Indian teacher aides will serve as valuable resource persons in this seminar.	3
*Research Methods	3		
Seminar in Individualization of Instruction	3	Mathematics	3
		Service Aide Training	3
Learning Disabilities	3	P.E. in the Elementary School	3
	12		12
1969-70 School Year			
*Curriculum Design for Individualization of Instruction	3	Human Growth and Development	3
		Communications	3
Hilda Taba Higher Level Thinking	3	Elementary School Art	3
*Advanced Problems in Reading	3		
	9		9
Summer 1970			
		Mathematics	3
*Measurement and Evaluation	3	U. S. History	4
Human Relations Training	3	- - - Common	3
Media and Materials for Individualizing Instruction	3	- - - Common	3
Electives	3		
	12		13

Teachers		Indian Teacher Aides	
1970-71 School Year			
Flanders Interaction Analyis	3	Communications	3
*Advanced Educational Psychology	3	Government	4
Remedial Reading	3		7
	9		
Summer 1971			
*Seminar in Current Issues in Education	3	Science	4
Advanced Psychology of Early Childhood or Advanced Psychology of Later Childhood	3	Contemporary History	4
		Electives	3
Seminar in Discovery Learning	3		11
Electives	3		
	12		
TOTAL	54		52

*Courses constituting required professional core for all students seeking Master's Degree at Northern Montana College.

Mr. Bert Corcoran, who directs the program of Adult Basic Education for the Havre Schools, agrees to use the resources of the Adult Basic Education Program to help the Indian teacher aides to improve themselves in subject matter areas in which they exhibit weaknesses. Such efforts will supplement the program outlined above.

It is desired that approval be granted to make adjustments in the program outlined above for the Indian teacher aides as might be indicated by discovered subject matter weaknesses on the part of the aides.

Unique Aspects of the Program:

What would seem to be unique about this project, at least in Montana, would be: (1) the very close association between the administrators and supervisors of the public school system and the teacher training institution in the conduct of the training project; (2) the pairing of graduate teachers with undergraduate Indian teacher aides, and the coordinated, and in some cases common, training to be provided to each; (3) the strong efforts to utilize the Indian teacher aides from the target community to provide (a) insights into the culture of the Rocky Boy's people, and (b) liaison between the public schools and the Rocky Boy's community; and (4) the provision of the opportunity for young Indian adults to enter the education profession through a graduated series of attainments, namely, the high school level GED, the status of service aide, the status of instructional aide, and the potential status of teacher.

Work Experience in the Program:

Since both the graduate elementary teachers and the Indian teacher aides will be employed by the Havre Public Schools and will be assigned for the duration of the project to the schools on the Rocky Boy's Indian Reservation or in the city of Havre, there is built into the program two full years of work experience. One purpose of the in-service work during the 1969-70 and 1970-71 school years will be to consider and evaluate, to improve and perfect, the work of the teachers and aides. In this connection, it should be stressed that the Associate Project Director has been principal of the Rocky Boy's schools, he is presently Director of the Rocky Boy's Title III Project decribed briefly in this document, he was born and reared on the Rocky Boy's Reservation, he is an enrolled member of the Rocky Boy's Tribe, and he has undergone types of training which are significantly pertinent to the purposes of this project.

Project administrators and staff will work closely with teachers and aides during the work-experience portion of the project. In addition to classroom supervision, project staff will provide in-service training for teachers and aides according to the following schedule:

1. One night per week, probably Wednesday, shall be devoted to an in-service session from 7:00 to 10:00 P. M. College credit will be given for such in-service sessions according to the Diagram of Program Activities listed above.
2. One afternoon per week, probably Monday, teachers and aides shall devote the time from 3:30 to 4:30 P. M. to staff meetings led by their respective school principals or project administrators and staff. These meetings will be devoted to discussion of problems and topics relating to teaching Indian children. No college credit will be given for such staff meetings.
3. Once per college quarter, three times per school year, teachers and aides shall be brought together at Northern Montana College for one-day seminars on special topics relating to the teaching of Indian children. Evaluation of the effectiveness of the on-going project will be a topic for discussion during such seminars.

Evaluation:

No external assessment is intended. Internal assessment of the project will be accomplished by Northern Montana College staff and graduate professionals being prepared under this program. No expenditure of federal funds is planned toward assessment.

Dissemination:

Information on the project will be disseminated through materials sent to all Montana teacher training institutions and to all school districts in Montana serving significant numbers of Indian students. Descriptions and reports of the project will be provided to the Northwest Regional Educational Laboratory, to A.A.C.T.E., and to the Montana State Department of Public Instruction.

Northern Montana College anticipates holding a conference in Havre during the fall of 1970, the theme of which would be The Education of Indian Children and Their Teachers, to which will be invited administrators, teachers, school board chairmen, and other interested persons from communities serving Indian children. The on-going project will be one of the topics for discussion at the conference.

STAFF:

Director: Dr. George R. Bandy, Dean of Education, Dean of Graduate Studies, Northern Montana College. B.A., M.A. Sacramento College, Ed.D., University of Montana. Graduate work in administration and philosophy and sociology of education. Seventeen years teaching experience. At Northern Montana College since 1956.

Associate Director: Mr. Bert Corcoran, Director of Federal Projects, District #16, Havre, Montana. B.S., M.S., Western Montana College. Advanced work in supervision, individualized instruction at Research for Better Schools, Philadelphia; instructor in Hilda Taba Method of Higher Level Thinking. Mr. Corcoran has served as principal of the Rocky Boy's and Robins schools in the Havre system, he has eleven years in public education, six years as elementary school principal and guidance counselor. Mr. Corcoran has taught courses for Northern Montana College. Mr. Corcoran was born and reared on the Rocky Boy's Reservation and he is an enrolled member of the Rocky Boy's Tribe. Mr. Corcoran provides liaison between Northern Montana College and the Havre schools in the planning and implementation of this project. He will teach the course, Hilda Taba Method of Higher Level Thinking.

Mr. Peter Garcia, B.S., M.E., Ed.S. Assistant Professor of Education, Northern Montana College. Mr. Garcia's functions at Northern Montana College are in the area of elementary education. He has resided in Indian communities in the State of New Mexico. Mr. Garcia does consultant work for Head Start Programs and is presently involved in developing and coordinating an in-service training program for Head Start teachers and aides on the Indian reservations of Blackfoot, Rocky Boy's, Fort Belknap, and Fort Peck. Mr. Garcia will serve as staff consultant on problems of Indian learners. Specifically, he will be involved as a member of the teaching teams in the classes, Seminar in the Study of Indian People, Individualization of Instruction, Learning Disabilities, and the Seminar on Discovery Learning.

Dr. Frank Heesacker, B.S., M.S., Ed.D. Associate Professor of Education, Northern Montana College. Dr. Heesacker will teach the course in Flanders Interaction Analysis and the Seminar in Current Issues in Education.

Dr. Robert Kaftan, B.A., M.S., Ed.D. Associate Professor of Psychology, Northern Montana College. Dr. Kaftan's field is psychology and counseling. He will teach the courses in Learning Disabilities, Advanced Educational Psychology, Psychology of Early Childhood, and Psychology of Later Childhood.

Dr. Lee Spuhler, B.A., M.Ed., Ed.D. Associate Professor of Education, Northern Montana College. Dr. Spuhler is Director of Student Teaching at Northern Montana College. He will be involved with Mr. Corcoran in supervision of teachers and aides. He will teach the course in Individualization of Instruction.

Dr. Duane R. Taft, B.Ed., M.Ed., Ed.D. Professor of Education, Northern Montana College. Dr. Taft directs the Media Center at Northern Montana College. He will teach the course in Media and Materials. In addition he will serve as consultant for teaching Indian Children. He will make the facilities of the Media Lab available to project participants.

Mrs. Louise S. Thomas, B.A., M.A. Assistant Professor of Education, Northern Montana College. Mrs. Thomas' teaching responsibilities are in the fields of reading and language arts. She will teach the courses, Advanced Problems in Reading and Remedial Reading. She will serve as consultant to project participants on reading problems they encounter in their teaching.

Dr. Ronald L. Allen, B.A., M.S., Ed.D. Assistant Professor of Education, Northern Montana College. (Should be at the rank of Associate for 1969-70). Dr. Allen has had experience in teaching disadvantaged youth in Oquirrh Manpower Project in Utah, a M.D.T.A. project. He served as Educational Supervisor for the Weber Basin Job Corps Center at Ogden, Utah. His doctoral dissertation dealt with a study of characteristics of successful and unsuccessful students in an adult Indian training program at the University of Montana. Dr. Allen will teach Research Methods and Measurement and Evaluation.

Dr. Carling Malouf, B.S., M.S., Ph.D. Professor of Anthropology, University of Montana, Missoula. Dr. Malouf will conduct a Seminar in the Study of Indian People as part of the 1969 Summer Institute. Dr. Malouf has had extensive experience in the study of Indian culture and anthropology. Some of his experiences are listed as follows:

Director of N.D.E.A. Institute, English for Speakers of Other Languages, American Indians, University of Montana, Summer, 1967.

Staff member, N.D.E.A. Institute, Instruction for Disadvantaged Youth, American Indians, Regis College, Denver, Summer, 1968.

Has been involved in the University of Montana Training program for social workers of Montana, many of whose clientele are Indian people.

Has taught many courses and seminars and served as thesis or dissertation advisor or committee member for master's and doctoral candidates over a period of more than twenty

years. Many of Dr. Malouf's advisees have studied Indian culture and anthropology.

Dr. Malouf has published over eighty articles in professional journals, many of these articles dealing with Indian peoples and their culture.

In addition to teaching the Seminar in the Study of Indian People, Dr. Malouf will serve as consultant on all aspects of the program during the 1969 summer institute. Certainly, there will be problems to be worked out. Dr. Malouf can give valuable counsel and advise in getting the whole project under way.

Dr. Malouf can also be of great assistance with the question of teaching reading to children from a subculture.

SELECTION OF PARTICIPANTS:

The fifteen graduate elementary teachers will be selected by a committee consisting of representatives from Northern Montana College, the Havre Public Schools, and the Rocky Boy's Tribal leaders. The Project Director and Associate Project Director will serve on the selection committee. In addition, there will be one committee member representing the Graduate Faculty and the Teacher Education Division of Northern Montana College, one committee member representing the administration of the Havre Public Schools, and two committee members representing the Rocky Boy's Tribe.

Graduate teachers must possess the Bachelor's Degree. They must express interest in teaching Indian children and commit themselves to employment in the Havre schools with assignment to the Rocky Boy's schools or to elementary schools within the City of Havre where there is a significant population of Indian children. Teachers must possess qualifications permitting Standard Elementary Certification in the State of Montana. Three letters of recommendation will be required of all teacher applicants. Academic achievement will be considered an important factor in the selection of graduate teachers.

Applications will be taken from all areas, but, other things being equal, preference will be given to applicants who reside in areas with Indian populations, particularly the Rocky Mountain states. Effort will be made to include some Indian people among the graduate teachers.

Undergraduate teacher aides must be Indian people from the Havre or Rocky Boy's communities. They must be high school graduates or have successfully completed the High School Level GED Examination, and they must show reasonable promise of being able to serve effectively as teacher aides. They must agree to serve as teacher aides in the employ of the Havre schools throughout the duration of the project. Tribal leaders will be helpful in selecting teacher aides. Potential for academic success in college will be an important factor in selection.